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edge of philology, and no student but appreciates and learns better his Spanish if he has had previous training in Latin.²

RE-EXAMINE YOUR FAULTY ENGLISH

FOR EIGHT hours it was my privilege to listen to the affirmative side of the League of Nations question as presented in last year's semi-finals at Chapel Hill. Fourteen teams—twenty-eight speakers—harangued four other judges and myself a half hour at a time. From all parts of the state they came, from large schools and small schools, from the east and the west, and from the north and the south. There were wide-eyed boys in their first pairs of long trousers and tall six-footers who had grown too fast; demure girls in curls, and more knowing ones with bobbed hair and bobbed skirts.

Presumably what we five men heard on that day was above the average of English used in the high schools. Out of several hundred teams which had started in the race, here were fourteen which had survived. They had used their speeches several times, had had the benefit of considerable experience and advice (perhaps more than they realized at times) and, too, had ironed out most of the wrinkles in the way of faulty grammar and poor logic.

Left, then, to their own resources, they erred most noticeably in the matter of pronunciation. The errors were many and strange! By all odds the most common fault was the sound given to *e* when coupled with an *n* or an *m*. Intensive became "intinsive"; henceforth, "hinchforth"; ends, "inds"; chemical, "chimi-cal"; general, "gneral",—and so on *ad infinitum*. At least thirty words were mistreated in this way time and again during the eight hours.

After this Irishism, the next greatest offender was the *ou* sound in such words as "about", council", and "found". These became "abaout", "caouncil", and "faound". From a long list culled, these three must stand as examples.

But while these two types of error may attempt some sort of defence by claiming colloquial authority, the next group—that of mere slovenly enunciation—cannot escape so happily. Some examples which I jotted down in this class are: "goverment" (no *n*

sound), "peticlery" (particularly), "regalation" (regulation), "proballly" (probably), "continya" (continue) "reccanise" (recognise) "Amurica" (America), "denounciation" (denunciation), and a whole host of lost *g* sounds in such words as leading, thinking, feeling, and profiting.

Faulty accent played, perhaps, a less significant part than one might expect. The *Mon-roé doctrine* was almost invariably the "Mon-roé doctrine", i-dé-a was "i-dea", and po-licé-man was "pó-lice-man."

Some, however, were so careful to stand up straight that they made "of-ten" of *often*. But the "prize" pronunciation of all to me—and one in which about half of the twenty-eight offended—was in the word used perhaps more often than any other—*league*. This became in some unaccountable way "lig",—the "Lig of Nations", if you please.

A note of this kind is likely to distort the conditions by the very fact that it centers on but one phase of the debate. Yet this one phase is all that the writer is, for the present, interested in. Grammar, logic, sentence structure, and all of the countless mechanical requirements of composition are likely to be as well in hand as possible after the severe practice that the debaters have had before they get into the semi-finals. The plea here is simply for more attention to pronunciation and the only reason that the plea is made is that the writer is frankly interested in high school English. It would seem that more attention might be placed on this phase of oral English. Otherwise, the only supposition must be that when you leave the student to his own resources, when he is in a debating hall with no one to help him, no teacher to correct him, or no friend to counsel, when, in short, he is his own self, he falls into a careless vulgarity of pronunciation and enunciation which does not help him with a crotchety judge.—C. A. HIBBARD.

A ROMANCE OF EDUCATION

By R. SHERMAN CLARK
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A ROMANCE OF EDUCATION for and in industry that can carry a lesson to nearly every American business center or industrial interest has been going on in Pittsburgh in recent years, and is today unfolding in a startling way.

It is built upon the fore-seeing genius of the great industrialist, Andrew Carnegie, and centers in the night work of the Carnegie Institute of Technology—an institution which, in effect, has become a great university for industry and the arts, functioning in the center of one of the world's foremost industrial regions.

² I was once asked what utility there is in "philology," the science of language change. Instead of answering my questioner directly, I showed him some reprints of old Spanish texts—and from these we naturally wandered off into questions of literature, history, philosophy, and religion, things in which he is intensely interested and on which philology sheds much light. The text had become a pretext. Of course, the language teacher's interest in language change, in philology, is a different interest; but the whole matter, it is evident, can be dried up at the source or rendered instinct with life according as one approaches it.

As for "practical utility," the teacher with a knowledge of philology is much better qualified to teach than the one who has studied a minimum of language. The connoisseur knows his subject better than the amateur.